DOCUMENT RESUME

ED 185 496 CS 005 331

TITLE	Advisement to Wisconsin School Districts in Developing K-12 Reading Programs Pursuant to Sec. 118.015 Wis. Stats.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
REPORT NO	WSDPI-Bull-8538
PUB DATE	Jun 79
NOTE	17p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Board of Education Role; *Developmental Programs; Elementary Secondary Education; *Program Implementation; Reading Consultants; *Reading Instruction; *Reading Programs
IDENTIFIERS	*Wisconsin

ABSTRACT

Intended for use by local school districts to facilitate the implementation of kindergarten through grade 12 developmental reading programs for all students in Wisconsin, this booklet explains the legislation that mandates such programs. Divided into four parts, the booklet discusses the purpose and intent of a developmental reading program, including an overview and program criteria, the employment of a reading specialist, the duties of the specialist, and the duties of the local school board. (AEA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED185496

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ADVISEMENT TO WISCONSIN SCHOOL DISTRICTS IN DEVELOPING K-12 READING PROGRAMS PURSUANT TO SEC. 118.015 WIS. STATS.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Wisconsin Dept. of Public Instruction
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Wisconsin Department of Public Instruction
Barbara Thompson, Ph.D/State Superintendent

June, 1979

Bulletin No. 8538

CS005331

APR 4 1980

CONTENTS

		Page No.
Introduction		ii
Part A.	Purpose and Intent: A K-12 Developmental Reading Program	1
	1. The Law	
	2. Definitions	
	3. The K-12 Reading Program	
Part B.	Employment of the Reading Specialist	6
	1. The Law	
	2. Conditions of Employment	
	3. Cooperative or Part-Time Assignment of the Reading Specialist	
	4. Full-Time Assignment of the Reading Specialist	
Part C.	Duties of the Reading Specialist	9
	1. The Law	
	2. Definitions	
	3. Role of the Reading Specialist	
Part D.	School Board Duties	13
	1. The Law	
	2. Definitions	
	3. School Board Duties	

INTRODUCTION

The Reading Section, Division for Instructional Services, Department of Public Instruction, works with the local school districts to facilitate the implementation of Section 118.015, Wisconsin Statutes. This legislation mandates each school district to implement a K-12 developmental reading program for all students. The school board is legally responsible to implement Statute 118.015 in the local school district. Implementation includes employment of the reading specialist, conducting a reading needs assessment, developing a K-12 reading program and conducting the annual evaluation of the reading curriculum.

Reading is viewed as an integral part of the total K-12 curriculum. The substance of the mandate ensures continuous, systematic reading program refinement which is planned to improve reading instruction at all grade levels, promote student reading achievement and advance positive attitudes toward reading.

The reading program criteria are intended to be advisory in nature and to provide administrators and reading specialists with information necessary to make decisions as they develop and improve K-12 district reading programs. Educators are urged to add local criteria which are consistent with accepted goals for a developmental reading program to create unique local district reading programs.

A. Purpose and Intent: A K-12 Developmental Reading Program

1. The Law: Section 118.015, Wis. Stats., (1977):

118.015 Reading Instruction. (1) PURPOSE AND INTENT. It is the purpose and intent of this section to provide for a developmental reading program for pupils at all grade levels.

(2) EMPLOYMENT OF READING SPECIALISTS. Each school district shall employ a reading specialist certified by the department to develop and coordinate a comprehensive reading curriculum in grades kindergarten to 12. At the discretion of the state superintendent, a school district may contract with other school districts or cooperative educational service agencies to employ a certified reading specialist on a cooperative basis.

(3) DUTIES OF READING SPECIALIST. The reading specialist shall:

(a) Develop and implement a reading curriculum in grades kindergarten to 12.

(b) Act as a resource person to classroom teachers to implement the reading curriculum.

(c) Work with administrators to support and implement the reading curriculum.

(d) Conduct an annual evaluation of the reading curriculum.

(e) Coordinate the reading curriculum with other reading programs and other support services within the school district.

(4) SCHOOL BOARD DUTIES. The school board shall:

(a) Develop a program of reading goals for the district for grades kindergarten to 12.

(b) Make an assessment of existing reading needs in grades kindergarten to 12 in the district based on the reading goals established under par. (a).

(c) Make an annual evaluation of the reading curriculum of the school district.

History: 1977 c. 29.

2. Definitions

a. <u>"...developmental reading program..." Developmental reading program means a program of instruction which includes:</u>

(1) assessment of each student's current level of achievement
(2) sequential and systematic reading instruction
(3) continuous advancement of each student's skills
(4) extension into all content areas with the shared responsibility of all teachers
(5) instruction integrated with other language processes - speaking, writing, listening, spelling and viewing
(6) instruction in functional (life situation) literacy
(7) instruction in informational reading (skills needed in gathering, understanding, organizing and evaluating information from a variety of sources: textbooks, reference works, magazines, newspapers, catalogues, etc.)
(8) instruction in recreational reading (experiences designed to develop positive attitudes toward reading and establish it as a regular part of daily living).

b. <u>"...for pupils at all grade levels..." Reading instruction must be offered at all grade levels, K-12.</u>

3. The K-12 Reading Program

a. Overview

This listing is intended to serve as a concise overview of the major K-12 reading curriculum components which are commonly accepted by educators involved in reading instruction.

(1) Philosophy: states beliefs which are consistent with the district's educational philosophy
(2) Goals: provide direction to the total K-12 reading program
(3) Objectives: provide statements which are measurable and student performance oriented
(4) Leadership: describes commitment at the administrative level
(5) Instruction: delineates organizational patterns, approaches, methods and resources
(6) Inservice: provides training for all involved participants
(7) Evaluation: provides for the required yearly program review as well as student assessment
(8) Supplemental Programs and Support Services: provide for interaction of services for students with special needs
(9) Community Involvement: identifies areas of parent and public involvement

b. Program Criteria

The following statements are intended to clarify and further delineate characteristics of a sound, well-planned comprehensive K-12 reading program. They provide "benchmarks" against which a district can measure its implementation of a K-12 reading program.

(1) The developmental reading philosophy states beliefs about reading which are consistent with the district's educational philosophy. The philosophy:

* Is based on a locally developed philosophy of education.

* Enumerates beliefs that teachers, administrators (and students) hold about students, learning and reading.

* Should be observable in classrooms and schools in the district.

(2) The developmental reading program goals provide direction for the total reading program. The goals:

* Follow logically and consistently from the statement of philosophy.

* Derive from identified needs and prioritize in broad, general terms what is to be accomplished.

* Are approved by the Board of Education and published in the community.

* Are formulated by representatives of all involved groups (administrators, teachers, parents and students).

(3) The developmental reading program objectives provide statements which are measurable and student performance oriented. The objectives:

* Provide a systematic plan for student growth in cognitive and affective domains.

* Provide for articulation at all levels K-12.

* Provide for evaluation of student performance.

(4) The developmental program leadership provides for commitment at the administrative level. The leadership:

* Provides school board support for program activities.

* Budgets resources (people, time, and money).

* Seeks candidates with preparation in the teaching of reading when filling all teaching positions.

* Fosters administrative involvement, support and encouragement of the total reading program.

* Designates a reading specialist who has central office support, administrative responsibility, adequate staff and time for the development and maintenance of the reading program.

* Directs the reading specialist to team with teachers in all content areas to make the teaching of reading an integral part of all content curriculums.

* Directs the reading specialist to team with administrators, teachers and support persons to provide leadership to the total district reading effort.

* Provides a job description, including clear K-12 roles and responsibilities, for the reading specialist.

(5) The developmental program instructional component provides desirable alternative strategies for meeting student needs. The instruction:

* Provides for a focus on comprehension as the purpose of reading instruction at all levels.

* Provides for teaching-learning environment which is conducive to the development of positive attitudes toward reading.

* Provides for teaching each student, K-12, at his own instructional level and individual learning rate.

* Provides for appropriate basic reading instruction, reinforcement activities and application of skills into content areas at all levels.

* Provides for a variety of grouping patterns designed to meet individual student needs.

* Provides for the use of a variety of supplemental and enrichment reading materials as well as basic texts.

* Provides for systemwide K-12 scope and sequence of skill development which applies across school locations and grade levels.

* Places the reading program in the content area curriculums as the responsibility of classroom teachers with special reading classes, clinics, skill sessions and reading laboratories as supplementary to a well planned basic program.

* Provides for the evaluation of student attitudes as well as traditional formal and informal measures of student achievement.

* Provides for intensive diagnostic testing as needed.

(6) The developmental reading program inservice component provides training for all involved participants. The inservice:

* Provides for improvement of administrators' and teachers' knowledge of and commitment toward teaching reading at all levels.

* Provides for continuous improvement of teaching skills of professional staff at all levels.

* Involves teachers in planning and implementation of inservice programs.

* Provides for evaluation of impact of inservice on teacher behavior and on student learning.

* Provides for staff involvement in reading for substitute teachers, paraprofessionals, aides, volunteers, cross-age tutors and other auxiliary personnel.

(7) The developmental program evaluation component provides for the required yearly program review as well as student assessment. The evaluation:

* Provides for the annual review of the reading curriculum of the school district.

* Is based on the goal statements approved by the Board of Education.

* Identifies emerging student and program needs as the program functions.

* Has a coherent and useful rationale for evaluation containing an explicit philosophy, objectives and reporting system.

* Uses grades, standardized tests and informal measures to evaluate student needs and to provide feedback for program improvement.

(8) The developmental reading program supplemental and support services provide for interaction of services for students with special needs. The supplemental programs and support services:

* Coordinate identification of students with special needs and the programs planned to meet those needs (e.g., Title I, Special Education, Bilingual, Remedial).

* Delineate relationships between the developmental reading program and other special reading programs operating in the school district.

* Identifies people and procedures which will promote communication and coordinate activities between the developmental reading program and supplemental and support services.

* Utilizes Standards for Instructional Media Programs, 1977-82, as guidelines in planning and coordinating the media center program of services with the reading program.

(9) The developmental program community involvement component identifies areas of public involvement. The community involvement component:

* Makes periodic reports to the community related to the implementation and progress of the district reading program.

* Involves parents and community to gain involvement in and support of the reading program.

* Apprises the community of the efforts and progress of the reading program.

* Reflects community influence in decisions regarding the total developmental program.

B. Employment Of The Reading Specialist

1. The Law: Section 118.015, Wis. Stats., (1977):

118.015 Reading Instruction. (1) PURPOSE AND INTENT. It is the purpose and intent of this section to provide for a developmental reading program for pupils at all grade levels.

(2) EMPLOYMENT OF READING SPECIALISTS. Each school district shall employ a reading specialist certified by the department to develop and coordinate a comprehensive reading curriculum in grades kindergarten to 12. At the discretion of the state superintendent, a school district may contract with other school districts or cooperative educational service agencies to employ a certified reading specialist on a cooperative basis.

(3) DUTIES OF READING SPECIALIST. The reading specialist shall:

(a) Develop and implement a reading curriculum in grades kindergarten to 12.

(b) Act as a resource person to classroom teachers to implement the reading curriculum.

(c) Work with administrators to support and implement the reading curriculum.

(d) Conduct an annual evaluation of the reading curriculum.

(e) Coordinate the reading curriculum with other reading programs and other support services within the school district.

(4) SCHOOL BOARD DUTIES. The school board shall:

(a) Develop a program of reading goals for the district for grades kindergarten to 12.

(b) Make an assessment of existing reading needs in grades kindergarten to 12 in the district based on the reading goals established under par. (a).

(c) Make an annual evaluation of the reading curriculum of the school district.

History: 1977 c. 29.

2. Conditions of Employment:

This statute requires each school district to employ a reading specialist certified by the Department of Public Instruction to develop and coordinate the comprehensive K-12 reading curriculum. The comprehensive curriculum would include the total plan for reading instruction for students at all grade levels K-12. The employment of the reading specialist (on a cooperative or shared basis) should be governed by two pertinent factors:

a. District needs. The needs assessment process will have revealed components of the district reading program which require leadership in order to strengthen services to students.

b. Required duties. Certain specific tasks listed in Section 118.015(3). The employment arrangements for the specialist must allow time and latitude to fulfill the requirements specified by the mandate.

It is the assumption of the Department of Public Instruction that school boards, which are legally responsible for full implementation of this law in their respective districts pursuant to Section 118.015(4), will require district administrators to design staffing patterns to encourage the development and maintenance of a K-12 reading program which will provide reading instruction at all grade levels.

Evaluation of the function and effectiveness of the position of the specialist in local school districts will occur during the first year the law is totally operational (1979-80 school year). One evaluation will occur as part of the district annual self-evaluation and will be reported on form PI-1803. Further evaluations may consist of on-site reviews conducted by Department of Public Instruction staff, and additional reports.

3. Cooperative or Part-Time Assignment of the Reading Specialist

Section 118.015(2) provides for cooperative employment of the reading specialist and requires the approval of the state superintendent. The following information will be required from each district in order to determine the appropriateness of the cooperative employment plan. At the discretion of the state superintendent, approval of cooperative employment will be decided on a case by case basis.

a. In cases where the employment of the reading specialist is shared between two or more school districts or between a CESA agency and local school district(s), a board approved plan must be submitted to the state superintendent for approval. The plan should include the following information:

* names of all cooperating school districts
* a position description for the reading specialist
* the total number of students K-12
* the total number of teaching staff
* the number of attendance units and distance separating each attendance unit from the specialist's home base
* the percent of time which the specialist will spend in each district
* the number of cooperating staff members with reading certification who are teaching reading
* the procedure adopted by each district to assess, implement, evaluate and provide K-12 coordination for the reading program

b. In cases where the reading specialist role is shared by a team of reading specialists within the district, a board approved plan must be submitted to the state superintendent for approval. The plan should include the following information:

* a position description for each reading specialist
* the percent of time each specialist will spend carrying out duties mandated by sec. 118.015(3)
* the procedure adopted to assess, implement, evaluate and coordinate the K-12 reading program
* frequency and content of reading team meetings

c. In cases where employment of the reading specialist is a shared assignment within one district, e.g., with an administrative or teacher role a board approved plan must be submitted to the state superintendent for approval. The plan should include the following information:

* a position description for the reading specialist
* the total number of teaching staff
* the total number of students K-12
* the number and position of support personnel cooperating in the implementation of the reading program
* the percent of time spent and specific duties to be carried out in each role
* the administrative procedure adopted by the district to assess, implement, evaluate and coordinate the K-12 reading program

d. In cases of the Union Free School Districts, all requirements which apply to K-12 districts for employment of the reading specialist and for a K-12 developmental reading program must be met. The objective of the K-12 developmental reading program is to provide a comprehensive, sequential instructional program in reading for all students at all grade levels under the guidance of a reading specialist, or team of reading specialists. A board approved plan including the following information must be submitted to the state superintendent for approval

* a position description for each reading specialist
* the percent of time each specialist will spend carrying out duties mandated by sec. 118.015(3)
* the procedure adopted to assess, implement, evaluate and coordinate the K-12 reading program
* frequency and content of reading team meetings

4. Full-Time Assignment of the Reading Specialist

The Department of Public Instruction assumes that the following information will be on file for possible review in each district employing a full time reading specialist.

* a position description for reading specialist
* the administrative procedure adopted to assess, implement, evaluate and provide the K-12 coordination for the reading program

C. Duties Of The Reading Specialist

1. The Law: Section 118.015, Wis. Stats., (1977):

118.015 Reading Instruction. (1) PURPOSE AND INTENT. It is the purpose and intent of this section to provide for a developmental reading program for pupils at all grade levels.

(2) EMPLOYMENT OF READING SPECIALISTS. Each school district shall employ a reading specialist certified by the department to develop and coordinate a comprehensive reading curriculum in grades kindergarten to 12. At the discretion of the state superintendent, a school district may contract with other school districts or cooperative educational service agencies to employ a certified reading specialist on a cooperative basis.

(3) DUTIES OF READING SPECIALIST. The reading specialist shall:

(a) Develop and implement a reading curriculum in grades kindergarten to 12.

(b) Act as a resource person to classroom teachers to implement the reading curriculum.

(c) Work with administrators to support and implement the reading curriculum.

(d) Conduct an annual evaluation of the reading curriculum.

(e) Coordinate the reading curriculum with other reading programs and other support services within the school district.

(4) SCHOOL BOARD DUTIES. The school board shall:

(a) Develop a program of reading goals for the district for grades kindergarten to 12.

(b) Make an assessment of existing reading needs in grades kindergarten to 12 in the district based on the reading goals established under par. (a).

(c) Make an annual evaluation of the reading curriculum of the school district.

History: 1977 c. 29.

In summary, the legislation mandates each school system to designate a person responsible for directing and coordinating reading programs and reading instruction in the system. It also requires that the activities performed by the specialist fall into five categories: (1) curriculum, (2) resource work with teachers, (3) consultant to adminstrators, (4) evaluation, and (5) coordination.

2. Definitions

a. "...reading specialist..." A reading specialist is a person with 317 reading certification granted by the Department of Public Instruction.

b. "...curriculum..." The reading curriculum is the master plan for reading for the school district; the basic elements of a locally developed reading curriculum may include the following:

1. philosophy and goals for each area of learning based upon the school districts's philosophy and goals;
2. an overview and description of the total curriculum purpose and format, i.e., a conceptual approach or competency based framework;
3. program goals based upon identified needs and priorities;

4. identification and description of the teaching and learning styles advocated;
5. specification of learner objectives designed to meet the program goals;
6. a K-12 scope and sequence outline including:
   * basic content/body of knowledge for the program,
   * topical areas covered by grade level,
   * organization and delivery of the instructional program,
   * examples of teaching strategies and learning activities found to be successful;
7. a comprehensive listing of appropriate instructional resources to be used by both students and teachers;
8. description of evaluation and synthesis procedures and processes related to students, program and staff;

c. "...annual evaluation of the reading curriculum..." The annual evaluation of the reading curriculum consists of a review of the adequacy of the master plan to achieve goals and to meet student needs.

3. Role of the Reading Specialist

a. Development of curriculum

The reading specialist will:

1. Serve as consultant to curriculum committees studying such areas as textbook readability, textbook selection, vocabulary development, concept development, supplementary materials, development of study skills.

2. Serve as consultant on reading methods appropriate for individuals and groups of varying achievement levels and abilities.

3. Assist with articulation of the scope and sequence of the K-12 basic reading and content reading skill components of the comprehensive reading program.

4. Promote interest in reading.

5. Provide leadership for district personnel meeting the needs of students at all grade levels.

b. Resource work with classroom teachers, and with other supplemental program staffs, e.g., Title I, Special Education, Bilingual Education

The reading specialist will:

1. Assist classroom teachers to identify strengths and weaknesses of children experiencing reading problems.

2. Demonstrate reading methods and materials.

3. Demonstrate grouping procedures within school buildings and classrooms.

4. Demonstrate student evaluation procedures.

5. Assist classroom teachers to make maximum use of existing materials and resources in varied and innovative ways.

c. Consultant service to administrators

The reading specialist will:

1. Assist in the development, implementation and administration of district reading program goals.

2. Provide leadership and assist in conducting a reading program needs assessment.

3. Provide leadership and assist principals, teachers and others to write and translate into action a philosophy of reading consistent with needs of students, teachers and community.

4. Assess needs of staff; plan, prepare and conduct inservice programs.

5. Provide direction and leadership in the development of the K-12 study and curriculum guides.

d. Evaluation

The reading specialist will:

1. Assist with selection and administration of appropriate test instruments for assessing growth of students in the developmental reading program.

2. Administer diagnostic reading tests as needed.

3. Assist with interpretation of formal and informal diagnostic test data to classroom teachers and administrators.

4. Assist with interpretation of standardized test scores to staff, administrators, and the community.

5. Provide leadership and assist in conducting ongoing program evaluation including an annual report.

e. Coordination

The reading specialist will:

1. Assist with coordination of IMC, and school and community library services with the total school reading program.

2. Assist with coordination between basic and special (Title I, L.D., Special Education, SEN) district reading programs.

3. Assist with facilitating school-community communication and community involvement in the reading program.

4. Organize, conduct training and supervise a volunteer tutor or paraprofessional program.

5. Involve administrators, teachers, students in planning and developing the K-12 developmental reading program.

6. Assist with coordination and referral system for testing, identification of criteria for remediation and special placement of reading disability cases.

D. School Board Duties

1. The Law: Section 118.015, Wis. Stats., (1977):

118.015 Reading Instruction. (1) PURPOSE AND INTENT. It is the purpose and intent of this section to provide for a developmental reading program for pupils at all grade levels.

(2) EMPLOYMENT OF READING SPECIALISTS. Each school district shall employ a reading specialist certified by the department to develop and coordinate a comprehensive reading curriculum in grades kindergarten to 12. At the discretion of the state superintendent, a school district may contract with other school districts or cooperative educational service agencies to employ a certified reading specialist on a cooperative basis.

(3) DUTIES OF READING SPECIALIST. The reading specialist shall:

(a) Develop and implement a reading curriculum in grades kindergarten to 12.

(b) Act as a resource person to classroom teachers to implement the reading curriculum.

(c) Work with administrators to support and implement the reading curriculum.

(d) Conduct an annual evaluation of the reading curriculum.

(e) Coordinate the reading curriculum with other reading programs and other support services within the school district.

(4) SCHOOL BOARD DUTIES. The school board shall:

(a) Develop a program of reading goals for the district for grades kindergarten to 12.

(b) Make an assessment of existing reading needs in grades kindergarten to 12 in the district based on the reading goals established under par. (a).

(c) Make an annual evaluation of the reading curriculum of the school district.

History: 1977 c. 29.

2. Definitions

a. "...reading goals..." Reading goals are statements of intent which provide direction for the total K-12 reading program.

b. "...assessment..." The needs assessment is a process designed to determine what and where deficiencies exist so that logical and effective plans can be made to eliminate deficiencies while emphasizing existing strengths in the reading program.

c. "...annual evaluation..." The annual evaluation of the reading curriculum consists of review of the adequacy of the master plan to achieve goals and to meet student needs.

3. School Board Duties

The school board is legally responsible to implement Statute 118.015 in the local school district. Implementation includes employment of the reading specialist, conducting a reading needs assessment, developing a K-12 reading program and conducting the annual evaluation of the reading curriculum.

1500-3B92529-79;R1000-3B02525-79